



babcock

trusted to deliver™

Training and Professional Development from Babcock Education

Selection of training courses and conferences for early years, primary, secondary and post-16

2017/2018



Babcock Education:

- Improving Outcomes for Disadvantaged and Vulnerable Learners
- Safeguarding Children and Young People
- Improving Schools and Settings

About us

Babcock Training and Conferences provide schools/settings with the greatest chance of success, through leading Continuing Professional Development opportunities. By attending our events, delegates can drive school performance, improve outcomes, empower the entire school community and receive cost-effective knowledge, experience, skills and guidance.

What we do

Our programmes are fundamental in raising standards and improving outcomes for children and young people.

We support effective staff development for all phases of education, from primary and early years through to secondary, post-16 and special education. From senior leaders and governors to newly qualified teachers and support teams, we help the whole school workforce meet the learning and development needs of every member of staff.

Conferences and Masterclasses focus on the latest national initiatives, best practice and innovative learning. Conferences are ideal forums to stay informed, network, share professional practices and advice, address issues also faced by others and meet suppliers.

Training and accredited programmes support effective staff development. They focus on practical skills and techniques and best practice in education in order for staff to fulfil their potential. Our programmes are known to increase staff confidence, motivation and ultimately job satisfaction.

Network Meetings and Subject Leader Briefings keep headteachers, senior leaders, teachers, subject leaders and chairs of governors fully informed on development within their area. These meetings take the form of presentations and discussions.

In-house training

Most of our training can be delivered in your school/setting at very competitive prices for whole school staff or groups of schools. If you would like to invite a consultant to train in your school or provide training for a cluster of schools at an external venue, contact the Training and Conference Team on **01392 287224** or email **LDP-CPD@babcockinternational.com**.

We produce over 1500 market leading events every year so our portfolio of courses and networking groups is always developing. This booklet contains a selection of the courses we offer, so please visit our website **www.babcock-education.co.uk/ldp/cpd** to browse our complete portfolio of forthcoming training and conferences.

To book

Web: **www.babcock-education.co.uk/ldp/cpd**

Email: **LDP-CPD@babcockinternational.com**

Call: **01392 287224**

Contents

page

Improving Outcomes for Disadvantaged and Vulnerable Learners	4
• Social, Emotional and Mental Health	4
• Communication and Interaction: Autism	8
• Communication and Interaction: SLCN	10
• Hearing Impairment	12
• Visual Impairment	13
• Multi-Sensory Impairment	14
• Physical Difficulties and ICT	15
• SENCO Award	16
• Inclusion – Ethnic Minority and Traveller Achievement	17

Safeguarding Children and Young People	18
• Safeguarding	18
• Welfare and Attendance	20
• Disadvantaged Pupil Attendance Tracker	21
• Pupil Premium Review	22

Improving Schools and Settings – Teaching and Learning	23
• Mathematics (primary)	23
• English (primary)	29
• Early Years	39
• Outdoor Education	40

Improving Schools and Settings – Leadership and Governance	42
• National Professional Qualification for Executive Leaders	42
• Middle Leadership Programme	43
• Beyond Monitoring/Leadership of Learning	43
• Getting to Great	44
• Governance	45

Improving Schools and Settings – School Support	47
• Data and Assessment	47
• First Aid	48
• Outdoor Leadership and CPD	49
• Music	50
• School Library Service	51

Improving Schools and Settings – Business Support	52
• Finance	52

Network Meetings and Subject Leader Briefings	53
• Bursars • Early Years • EAL • EVCs • English • Heads around the Table • Local Area Leaders • Mathematics • MFL • Safeguarding • School Library Service • Science	

Conference and Masterclass Programme	54
---	-----------

Social, Emotional and Mental Health

Mental Health First Aider Training

A two day workshop

The Youth MHFA course is an internationally recognised course designed specifically for those people that teach, work, live with or care for young people aged 8 to 18 years. The course provides information, tools and techniques to promote a young person's mental and emotional wellbeing and will enable you to support a young person experiencing mental and emotional distress.

Learning Outcomes:

- Spot the early signs of a mental health issue
- Feel confident helping a young person
- Provide help on a first aid basis
- Help protect a young person who might be at risk of harm
- Help prevent issues getting worse
- Guide a young person towards the right support
- Reduce the stigma of mental health issues

Attachment Based Mentoring

Three days plus supervision session

This course draws together research from the fields of attachment, solution focused coaching and mentoring. It aims to train staff to meet the specific needs of vulnerable children by providing them with a significant adult in school who is able to use coaching and mentoring to support their development.

Learning Outcomes:

- Understand the needs of vulnerable children and how they can find it difficult to engage with learning
- Learn a model of mentoring for vulnerable children
- Consider the mentoring relationship in terms of meeting the attachment needs of the child
- Gain the skills to use solution focused coaching and mentoring
- Become a mentor in social learning, advocacy and practical support

Find out more about this innovative programme:

www.babcock-education.co.uk/ldp/attachment-based-mentoring

Social, Emotional and Mental Health

Staff Supervision

This is a structured process of regular support based on psychological principles and is provided by an **Educational Psychologist**. Supervision can **empower staff** and **provide stress reduction** for those working with children with complex needs.

“A valuable opportunity to actually stop and think about what we do and learn from each other... I have found it valuable and reassuring.”
Teaching Assistant, Primary School

Contact the Educational Psychology team direct to find out more:

LDP-LearnerSupport@babcockinternational.com

Emotional Literacy Support Assistant (ELSA)

Six days plus supervision session

ELSA is a national initiative which builds capacity within schools to support the emotional needs of children.

Learning Outcomes:

- Increase understanding of emotional literacy, including building resilience and self-esteem
- Learn how to manage emotions
- Use social and therapeutic stories
- Learn how to deal with loss, bereavement and family break up
- Improve active listening and reflective conversation skills

Reported Impact in Schools:

- Significant positive impact on the emotional wellbeing of children and young people
- Supported staff development, with ELSAs frequently commenting on the impact training has had on them, personally as well as professionally
- Helped young people become more self-reflective and better at expressing their needs
- Helped young people to build more positive relationships, both with peers and adults, leading to improved self-esteem and greater success in terms of learning outcomes

Mindfulness Intervention Programmes for staff and groups of young people

Learning Outcomes:

- Improve the mental, emotional, social and physical health of young people
- Reduce stress, anxiety, reactivity and bad behaviour
- Improve sleep and self-esteem
- Learn how to manage behaviour and emotions

**Mental Health Masterclass,
Cornwall
16th January 2018**

Social, Emotional and Mental Health

Passive Intervention Preventions Strategies

Through a modular approach, PIPS aims to support staff in developing a consistent and acceptable team approach to managing behaviour while crucially, maintaining positive relationships and minimising risk for all. Module 1 explores the key issues surrounding challenging behaviour and emphasises the importance of positive, preventative verbal and non-verbal de-escalation strategies. Module 2 Passive Intervention and Prevention, promotes the least intrusive, most caring handling strategies and explores a continuum of passive techniques designed to keep both pupils and staff as safe as possible based on 'making movement safe' rather than 'overpowering'.

Learning Outcomes:

- Experience and practice the skills of guiding, safe touch and holding
- Explore how these acts of care combine with calming, diffusing and problem solving strategies
- Experience passive intervention strategies designed to follow rather than force movement
- Identify key elements for developing a consistent team approach to managing challenge
- Improve knowledge and understanding around Risk Assessment
- Increase awareness of the importance of recording and reporting, monitoring and evaluating
- Provide a process of repair and reflection for both staff and children
- Develop an increased sense of confidence at times of crisis

Thrive

Babcock Education's experienced Thrive trainers are able to offer **Licensed Thrive Practitioner Training** to staff from groups of schools. Participants will have the opportunity to learn to work effectively with all children but especially vulnerable children with disruptive and troubling behaviour, helping to re-engage them with life and learning.

Learning Outcomes:

- Learn why troubled and vulnerable children behave the way they do
- Using Thrive-Online you will be able to screen whole classes and assess individual children to identify their underlying emotional needs
- Be able to select practical activities and develop effective action plans
- Feel more confident to deal with disruptive and troubling behaviour
- Benefit from reduced stress levels as relationships between staff and children improve

FREE2BME

An effective intervention programme for KS2 children who have been directly affected by or exposed to domestic violence and abuse.

Annual Behaviour Conference

How behaviour problems mask mental and emotional health problems.

13th November 2017

Social, Emotional and Mental Health



Emotional Logic

Emotional Logic training that helps people of all ages to adjust constructively to change, disappointments and setbacks, and to move on in life with greater strength and resilience in the future.

Learn the basics of Emotional Logic through practical skills training, background theory and conversational practice relevant to real school situations.

Learning Outcomes:

- A structured way to understand the useful purposes of emotions
- The ability to turn unpleasant emotions into positive actions
- Self-respect, particularly when things become complicated or confusing
- Empathy, making better guesses about how others feel and think
- Improved choice and stronger decision-making, leading to personal development of resilience and character, because reasoning and emotion work in partnership

**Educational Transition
Conference
18th January 2018**

Communication and Interaction - Autism

AET - Making Sense of Autism

Raising awareness of staff in schools, colleges and settings, whether or not they work directly with children on the autism spectrum.

Learning Outcomes:

- Identify the four key areas of difference that need to be taken into account when working with children on the autism spectrum
- Know the importance of understanding the individual child on the autism spectrum and their profile of strengths and weaknesses
- Identify the key areas to help children on the autism spectrum build positive relationships with staff and their peers
- Know that many children on the autism spectrum can be unusually sensitive to everyday sights, sounds, touch, tastes and smells. This can affect their learning and emotional state

AET Progression Framework

This training provides an overview of the autism progression framework.

Learning Outcomes:

- Understand how the progression framework relates to the broader educational context
- Increase knowledge of the content and key features of the progression framework
- Learn skills to identify learning goals and measure progress for pupils on the autism spectrum in areas specific to their individual needs

Find out more about our autism support www.babcock-education.co.uk/ldp/autism



Communication and Interaction - Autism

To see our full range of autism training search 'autism' on our cpd website: www.babcock-education.co.uk/ldp/cpd

Pathological Demand Avoidance

This workshop raises the confidence of staff working with highly demanding and avoidant individuals.

Learning Outcomes:

- Understand Pathological Demand Avoidance as a sub-group of autism
- Learn about current research and diagnosis
- Learn child focused strategies and approaches
- Discuss with others and share good practice

Complex Needs and Participation

This session focuses on training for staff in settings who support pupils on the autism spectrum who have complex needs. It deepens participants' understanding of autism and ways in which they can support pupil participation, including development of their personal and EHC Plans.

Learning Outcomes:

- Extend your understanding of autism in relation to pupils with complex needs
- Gain practical support strategies and develop knowledge, skills and understanding of effective autism practice
- Reflect on and evaluate your own practice in relation to EHC planning for pupils with complex needs

LEGO Therapy

LEGO-Based Therapy is a collaborative play therapy in which children work together to build LEGO models.

Learning Outcomes:

LEGO Therapy was developed to improve social competence in children with autism, however it may also be helpful for children with other social communication difficulties and anxiety conditions, depression or adjustment difficulties.



Communication and Interaction - SLCN

Speech, Language and Communication across the Phases

An enhanced SLCN five-day training programme covering the following modules:

- The development of speech, language and communication
- Links to literacy
- Vocabulary skills
- Extending sentences
- Social aspects of language

Learning Outcomes:

- Learn to identify and assess the main areas of speech and language
- Understand the development of language and communication skills
- Utilise the evidence base for high quality teaching, targeted group interventions and individualized learning

Did you know...?

We can deliver any of these SLCN modules in your school.

Contact:

LDP-LearnerSupport@babcockinternational.com
for further information

School-Based Training Packages – practical workshops for twilight sessions and training days

- An Introduction to Speech, Language and Communication Needs
- Links to Literacy
- Vocabulary Skills
- Extending Sentences
- Inference Skills
- Colourful Semantics
- High Quality Teaching for Communication
- Concept Development

Contact:

LDP-LearnerSupport@babcockinternational.com
for a conversation about our in-school training



Search 'SLCN' for our full range of courses:

www.babcock-education.co.uk/ldp/cpd



trusted to deliver™



**Speech, Language
and Communication
Needs (SLCN)**

Online training programme

These four 90-minute sessions will provide staff with the practical knowledge and training needed to provide effective support for Speech, Language and Communication Needs across the primary and secondary phases of education.

Each session has been developed to take 90 minutes to complete and the sessions are supported with a wide range of resources, websites and activities.

The sessions...

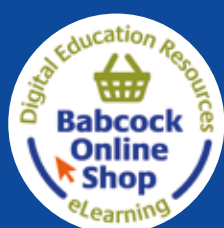
- ONE: An Introduction to SLCN
- TWO: Links to literacy
- THREE: Improving vocabulary
- FOUR: Extending sentences

Price...

Individual sessions cost **£40 + VAT** each. All 4 sessions purchased as a package cost **£145 + VAT**

Visit our new online digital resources and eLearning shop:

www.babcock-education.co.uk/shop



Hearing Impairment

Understanding Glue Ear and the Impact on Learning to Read

Information and advice on how to help children access phonics with a fluctuating hearing loss.

Learning Outcomes:

- Recognise glue ear
- Understand the impact of glue ear on access to reading and phonics
- Learn how to implement appropriate interventions

Deaf Awareness Training for Support Staff

This course focuses on three key areas of deafness: acoustics, technology and social inclusion.

Learning Outcomes:

- Gain expertise on meeting the needs of students with this often overlooked disability
- Improve access for all and raise whole-school awareness
- Understand how to manage equipment
- Learn how to support self-esteem and deaf identity
- Share experiences and good practice

An Introduction to British Sign Language (BSL) for Nursery and KS2 settings

Practical sessions equipping you with the skills and confidence to communicate with young deaf children who use British Sign Language or Sign Supported English.

Learning Outcomes:

- Learn how to use basic sign language
- Understand basic sign language
- Experience communicating with deaf BSL first language tutors
- Gain an understanding of deaf culture

Sign to Me downloadable digital BSL resource: 36 practical lesson plans including activities, vocabulary lists and resources.

visit: www.babcock-education.co.uk/shop



Auditory Processing Disorder (APD)

This course provides an overview of APD, how to use equipment and strategies for inclusion.

Learning Outcomes:

- Understand the difficulties of students with Auditory Processing Disorder
- Learn how to manage and troubleshoot an Assistive Listening Device
- Increase awareness of effective strategies to use with students with APD

Visual Impairment

Modification and Differentiation Preparation for KS2 SATs and GCSEs

Information on the principles of modifying texts into large print format. Focusing on planning to ensure more effective inclusion.

Learning Outcomes:

- Awareness of modification methods used by exam bodies
- Practical experience of carrying out modifications
- Importance of preparation of visually impaired students for exams

Teaching Assistant Network Meetings

Practical approaches to developing tactile curriculum resources in accessible formats such as Braille, large print and British Sign Language.

Learning Outcomes:

- Increase understanding of the impact a sensory impairment has on accessing the curriculum
- Practical strategies to develop knowledge, skills and understanding of how to adapt resources to enable full participation
- Enable reflection and evaluation of practice

Think Right Feel Good - emotional and social groups for teenagers

Bringing together visually impaired teenagers to support their social and emotional wellbeing in terms of their disability. Through small group discussions, role play and shared practical experiences, we provide opportunities for teenagers to better understand their own visual impairment together with self-advocacy strategies.

Introduction to Visual Impairment

Information on the implications of visual impairment and effective ways of managing the needs of children.

Learning Outcomes:

- Enhance teaching strategies that promote the use of reduced vision, auditory and/or tactile methods for learners to access information
- Learn about the nature and implications of visual impairment and the impact on learning
- Raise awareness of the need of the visually impaired young person
- Ensure more effective inclusion through knowledge of basic support strategies

Multi-Sensory Impairment

Supporting Multi-Sensory Impairment Learners

Learning Outcomes:

- Increased understanding of how a multi-sensory impairment impacts on learning and development
- Strategies for improving the delivery of teaching to multi-sensory impaired learners

Cerebral Vision Impairment Training for Special Schools

This session provides essential background information on the implications of cerebral vision impairment (CVI) and effective ways of managing the needs of children with CVI in specialist settings.

Focusing on the impact of CVI on outcomes and practical management strategies to ensure effective inclusion.

Learning Outcomes:

- Raise awareness of the needs of children with CVI
- Understand the impact of CVI on learning
- Develop a range of basic skills to promote a successful, inclusive learning environment
- Better understand the experiences of the child or young person with CVI

**Annual SEND Conference
7th June 2018**

Physical Difficulties and ICT

Moving and Handling of Children with Physical Difficulties – Initial and Refresher Training

Suitable for any staff working with a child or young person who has Physical/Movement difficulties.

Subjects covered:

Legal Requirements; Risk Assessment; Handling Plan; Intimate Care; Personal Emergency; Evacuation Plan; How to Keep Your Back Safe; Handling Aids; Practical Techniques.

Learning Outcomes:

- Know how to keep yourself safe when handling
- Learn how to use safe handling techniques confidently
- Understand the process and importance of risk assessment
- Be aware of legal requirements pertaining to moving and handling
- Increase knowledge of a range of handling aids and equipment

Using iPads to support children with SEN (primary)

Learning Outcomes:

- Learn to use your school iPads to enhance pupil's learning
- Look at how to organise and manage iPad apps to support independent learning
- Ensure progression, particularly around sharing ideas and understanding
- Practical 'hands-on' sessions

Contact us to find out more:

LDP-LearnerSupport@
babcockinternational.com

Effective Recording - supporting children with writing difficulties

Delivered in your school by our Physical Difficulties and ICT SEND teams.

Learning Outcomes:

- Understand why writing can be difficult
- Identify reasons for these difficulties
- Experience ways to support handwriting
- Adjusting the school's computer set up
- Learn about different methods of access
- Find out about supportive software





The National Award for SEN Coordination

The National Award for SEN Coordination is a postgraduate qualification, which is mandatory for teachers new to the role of SENCO and would be beneficial for experienced SENCOs. Other teachers in schools or Further Education settings may also be eligible to gain the qualification.

The South West Consortium: SENCO

The Award is offered through the South West Consortium consisting of the University of Exeter and Plymouth University, working in conjunction with the local authorities of:

- ♦ Bournemouth
- ♦ Cornwall
- ♦ Devon
- ♦ Dorset
- ♦ Plymouth
- ♦ Poole
- ♦ Somerset



Since 2010 over 1500 SENCOs in the South West have attained the Award.

You will benefit from...

- ♦ Six taught face-to-face days
- ♦ Local LA (Local Authority) context for learning through face-to-face and virtual learning support and resources
- ♦ Professional learning community
- ♦ Networking with local SENCOs and sharing good practice
- ♦ High quality local tutors with extensive expertise, experience, and knowledge
- ♦ High-quality formative feedback

“The programme is exemplary in the way that the university works in partnership with regional/local area professionals”
- External Examiner

Find out more

If you are a SENCO in Bournemouth, Dorset or Poole or would like to apply to the **University of Exeter** programme please contact Dr Hazel Lawson: h.a.lawson@exeter.ac.uk

www.exeter.ac.uk/education/graduatestudies/sencoordination

If you are a SENCO in Cornwall, Devon, Plymouth or Somerset or would like to apply to the **Plymouth University** programme please contact Mike Murphy: mike.murphy@plymouth.ac.uk

www.plymouth.ac.uk/courses/postgraduate/pgcert-the-national-award-for-special-educational-needs-coordination

“The course enabled me to reflect on my strengths and areas of development particularly in relation to my leadership style” - SENCO student

SENCO Mentoring

Find out more about Babcock's 1:1 SENCO mentoring.

Contact:

LDP-LearnerSupport@babcockinternational.com for further information

Inclusion - Ethnic Minority and Traveller Achievement

Gypsy, Roma, Traveller Workshop - Out of Site

Do you work with members of the GRT community? Would you like to gain an insight into their culture and way of life?

This workshop dispels stereotypes and is an opportunity to openly discuss GRT issues with people from the GRT community.

Learning Outcomes:

- Gain insight into the barriers to education that GRT families experience and discuss how to overcome them
- Improve your understanding of the issues that GRT families face
- Learn about attendance for GRT pupils

EAL and ICT Workshop - Using the Learning Village

Delivered by the creator of this innovative online EAL program, this workshop guides you through assessment, planning and delivery of EAL lessons for learners with gaps in their understanding of vocabulary and grammar structures.

Learning Outcomes:

- Clear strategies on how to support new-to-English and intermediate EAL arrivals
- Time-saving, ready-made EAL resources to increase capacity to support more learners
- Blended learning
- Planning and using survival language intervention

Looking for bilingual support in school? Contact us to find out about our Bilingual Support Worker Team:

LDP-LearnerSupport@
babcockinternational.com

EAL in Early Years - Developing Language

Learn more about EAL assessment and target settings. Focusing mainly on the developmental stages of language learning, this workshop looks at how the first language can impact on the second and how to set relevant language learning targets for children.

Learning Outcomes:

- Gain a good knowledge of the EAL assessment tool and how to use it
- Learn about home language assessments
- Develop an understanding of how best to advise bilingual parents

Unlearning Racism

Introduction to a range of strategies and resources to prevent and responds to racist incidents. Share ideas with other teachers and develop your confidence in dealing with this very sensitive issue.

Learning Outcomes:

- Develop a better understanding of a whole school approach to anti-racism
- Gain knowledge on preventing racism through assemblies and lesson plans
- Ensure you have a sound knowledge of how to respond to racism

Safeguarding

Child Protection Initial and Refresher Training (Level 3)

Multi-agency course for Group 3 delegates with safeguarding responsibilities (named/ designated staff).

Learning Outcomes:

- Understand the need for child protection and have knowledge of the relevant procedures and referral process
- Be alert to the signs of child abuse, to know how to respond and what action to take together
- Recognise the importance of multi-agency co-operation, partnership and working together
- Understand the roles and responsibilities of other agencies
- Focus on feelings which may inhibit recognition of the problem
- Understand the importance of sharing information about a child who may be at risk, or has been abused
- Gain confidence to follow procedures

Annual Safeguarding Conference
26th June 2018

Safer Recruitment and Allegations Management Initial and Refresher Training

Since 1st January 2010 it is mandatory for at least one member of staff to be trained in Safer Recruitment. Help your school fulfil its responsibility to follow safe recruitment and selection practice within the wider context of safeguarding children.

Learning Outcomes:

- Help deter or prevent the appointment of unsuitable people
- Minimise opportunities for abuse or ensure its prompt recording with detailed consideration of policies and practices
- Learn how best to review policies and practices
- Using a model of offending behaviour, learn how this fits with recruitment
- Ensure a culture of ongoing vigilance

Supporting Children Living with Domestic Abuse

The course will provide an overview of domestic abuse in families, and in particular the signs, symptoms and impact on children and young people. Focus will be given to the impact on parenting for both the abusive and the non-abusive parent, and the behavioural, emotional and cognitive effects on children and young people. The course will also cover the links between domestic abuse and child abuse.

Practical guidance and signposting of relevant resources for practitioners working in schools, how to create a safety plan with children and good practice examples will be considered.

Learning Outcomes:

- Expand on existing knowledge of and experience in domestic abuse
- Learn about good practice examples and projects
- Learn how to undertake safety planning and risk assessment with children
- Improve confidence to challenge myths and stereotypes
- Make links between domestic abuse and child abuse
- Understand the ways children can be affected by domestic abuse

Safeguarding

Safeguarding for Governors - Responsibilities of the Safeguarding Lead

This course assists governors with responsibility for safeguarding in recognising the role they play in the safeguarding of children and young people.

Learning Outcomes:

- Understand relevant legislation, statutory guidance and other linked documents
- Know the statutory responsibilities
- Learn about the different roles in the management of safeguarding, safe recruitment procedures and safeguarding checks
- Find out how to handle allegations against individuals
- Ensure you understand Ofsted's expectations of the governing body in relation to safeguarding

Safeguarding for School Administrators

Schools, are you bewildered by the Single Central Record, befuddled with Safer Recruitment, bemused by legal requirements or just bamboozled by parents? Then this training is for you!

Learning Outcomes:

- Single Central Record
- Safer Recruitment
- Difficult Conversations including with parents and other agencies who have parental responsibility
- How to support your DSL Team
- The new CME paperwork

Ready, Steady, Go... Preparation for Inspection

Ready - are you prepared for inspection, **Steady** - are you firmly fixed in your procedures, supported by all staff, and balanced, **Go...** are you good to go?

Learning Outcomes:

- Reassurance that your school systems in place are fit for purpose
- Opportunities to plan with others from your setting
- Suggestions on how and what evidence can be collated and ready in advance
- Share good practice and work with others from your school, federation or MAT

Cyber Crime and GDPR Masterclass

Find out about the new rules regarding the personal data of children and adults and how to protect your school.

21st September 2017



Welfare and Attendance

Need help analysing and understanding your vulnerable groups' attendance data?

Let us help you. Contact us to find out more:
LDP-LearnerSupport@babcockinternational.com

Attendance Workshops for Attendance Officers

Learning Outcomes:

- Consider Ofsted's expectations relating to attendance data monitoring within schools
- Discuss strategies for identifying and supporting pupils meeting PA criteria
- Clarify revised legal processes and help staff to become familiar with the paperwork needed to initiate legal action more effectively
- Clarify and discuss situations relating to part-time timetables/long-term absence and the associated reporting requirements
- A chance to have your attendance related questions answered

Attendance Workshops for Governors

Learning Outcomes:

- Gain an overview of the legislation pertaining to school attendance
- Learn how to putting school attendance policy into practice
- What you need to consider in relation to attendance data
- Take away ideas for planning publicity within the wider community
- Consider Ofsted's expectations of governors
- A chance to have your attendance related concerns addressed



trusted to deliver™

The Profile:

Disadvantaged Pupil Attendance Tracker

Ofsted, Attendance and your Disadvantaged (Vulnerable) pupils

Using your SIMS data we will set up your disadvantaged (vulnerable) groups. To regularly monitor the comparative attendance data of your disadvantaged pupils, all you need do (ever again!) is to email us a timely SIMS Report* at the end of each half term. We will then collate that data and prepare half-termly reports*** that allow you to:

- monitor pupil attendance on an individual pupil and group level (PA, PP**, FSM, SEN, CIC, EAL and by gender)
- compare your groups with the latest available national and local published data (from the latest DfE Statistical Releases)
- monitor the gaps between your disadvantaged groups and your non-disadvantaged groups. (Diminishing the Distance)

- monitor the % of PA in each of your disadvantaged groups (example – 25% of your FSM Pupils are Persistently Absent)
- identify your PA pupils that sit in more than one disadvantaged group

These reports, over time, will provide evidence of your use of comparative and longitudinal data to monitor and analyse the attendance of your disadvantaged pupils.

We will do the data crunching allowing you more time to focus on using this data to support the improved attendance and attainment of your disadvantaged pupils.

* It is important that the SIMS report is run as close as possible to the end of each half term.

** Please ensure your SIMS Pupil Premium Indicator is used. All data reports are dependent upon the quality of the SIMS data received.

*** 6 Reports will be produced for Primary Schools and 5 for Secondary Schools (to avoid inaccuracies due to Year 11 leavers on HT6 data).

Prices

£150 for a single report + VAT

£390 for three termly reports + VAT

£600 for six half-termly reports + VAT

Note: Although individual reports are informative and provide a good 'snapshot' of your disadvantaged data, individual reports do not provide the regular, comparative and longitudinal evidence that six half-termly reports provide.

For further information please contact:

Peter Walker | peter.walker@babcockinternational.com

Wayne Westacott | wayne.westacott@babcockinternational.com

Ofsted (Schools Inspection Handbook, August 2016) requires schools to evidence that they regularly monitor and analyse the attendance of their disadvantaged pupils (alongside that of all pupils). Careful analysis should include comparisons between your disadvantaged and non-disadvantaged pupils at:

- Overall Absence Level (individual and group)
- Persistent Absence Level (individual and group)
- Local and National Level (latest available)

This data should then be used in a comparative and longitudinal manner to evidence the school's efforts to 'Diminish the Distance' between their disadvantaged and non-disadvantaged pupils.



trusted to deliver™



Are you making the most of the Pupil Premium?

Our Pupil Premium Advice and Guidance Package, including a Review, provides the right support to maximise the impact of your Pupil Premium.

STEP 1 Undertake a Pupil Premium Review

Review and evaluate existing provision, with a focus on data and identify key strategies and interventions that help to close the attainment gap.

“Working closely with Babcock to develop our Pupil Premium Audit and funding report has proved to be a very worthwhile investment of resources. The HMI commented on the thorough analysis and documentation of how PP funding is spent and the effort clearly directed at narrowing the gap.”

Sharon Emmett, Deputy Headteacher,
Long Ditton Nursery and Primary School, Surrey

STEP 2 Tailor support to the outcomes of your Review

Whether your review shows you need support with addressing behaviour and attendance or deploying staff effectively, our range of support based on the 7 NFER Building Blocks for Success* will help you harness Pupil Premium funding to deliver maximum impact.

For more information contact:

Wendy.Newton@babcockinternational.com | 01392 880783

*Supporting the attainment of disadvantaged pupils: Briefing for school leaders, DfE, November 2015

Mathematics (primary) Intervention Programmes

Making a Difference: Developing Additive Reasoning

This training programme and set of intervention materials is written to support children with developing conceptual understanding of addition and subtraction. In line with current expectations, that **interventions will most commonly be focused on ensuring pupils are helped to keep up**, these materials can be used as part of immediate intervention sessions during teaching sequences in Y2 to Y5. The two day training package will support teachers to use the materials in this flexible way.

Learning Outcomes:

- Explore how to support development of understanding of additive reasoning and how to address common misconceptions
- Explore how variation can support understanding
- Understand the support materials and how to use them for interventions

Fair and Equal: Developing Multiplicative Reasoning

This training package and set of intervention materials is written to support children with developing conceptual understanding of multiplication and divisions (including fractions). The training explores in depth how to support understanding and address misconceptions within multiplicative reasoning and provides related, detailed activities. The materials cover the key ideas related to multiplicative reasoning in the National Curriculum up to the end of Y4 plus some elements from Y5. In line with current expectations, that interventions will most commonly be focused on ensuring pupils are helped to keep up, these materials can be used as part of immediate intervention sessions during teaching sequences in KS2.

Learning Outcomes:

- Explore how to support development of understanding of multiplicative reasoning and how to address common misconceptions
- Explore how variation can support understanding
- Understand the support materials and how to use them for interventions

Mathematics (primary) Intervention Programmes

From Counting to Calculating

This is a comprehensive training package which explores in depth how to support understanding and address misconceptions within early number and additive reasoning.

Included is a flexible set of intervention materials, containing related, detailed activities, written to support children with developing conceptual understanding of number, addition and subtraction. The materials cover key ideas in the Early Years Foundation Stage and in the National Curriculum for Y1 and Y2. The two day training programme focuses on subject knowledge and pedagogy related to key aspects of number and additive reasoning, including:- Understanding counting and the additive structure of the number system - Moving on from count all - Additive composition: partitioning numbers and understanding equivalence- Understanding and using place value- Inverse relationship between addition and subtraction. In line with current expectations, that interventions will most commonly be focused on ensuring pupils are helped to keep up, the materials provided can be used as part of immediate intervention sessions during teaching sequences in Y1 and Y2. The training will support participants to use the materials in this flexible way and is open to teachers or teaching assistants.

Learning Outcomes:

- Understand how different representations of mathematics (including language, context, images and symbols) play a part in developing conceptual understanding
- Find out how variation can support understanding
- Understand issues, misconceptions and difficult areas in learning about early number and additive reasoning and how to address them
- Learn how to use the materials flexibly to support learning within a teaching sequence in KS1

**Learning from Japanese
Maths Lesson Study
6th December 2017**

Mathematics (primary)

Every Child Counts

Success @ Arithmetic: Calculation

Success@Arithmetic: Calculation is a maths intervention from the Every Child Counts suite of interventions. It is aimed at pupils in upper KS2 and KS3 who find calculation difficult and who are working below National Curriculum expectations for Y4.

Success@Arithmetic Professional Development and Training Programme:

- 2.5 training days for a teaching assistant and lead teacher
- Half-day follow up for TAs
- A strong focus on mathematical subject knowledge
- Develops effective pedagogical approaches
- Opportunity for academic accreditation
- An optional visit to the school by the Trainer to support the delivery, management and evaluation of Success@Arithmetic: Calculation

How does it work?

Success@Arithmetic: Calculation trains a lead teacher and a teaching assistant who work together to raise pupils' attainment and develop their understanding, fluency and confidence in written calculation.

The lead teacher conducts a diagnostic assessment and selects a series of Success@Arithmetic steps to form a tailored programme that the teaching assistant delivers to an intervention group of up to three pupils. The sessions use number rods, bar modeling and written methods to build a complete mathematical picture, developing pupils' arithmetic fluency. They can be adapted to meet individual needs.

Success @ Arithmetic: Number Sense

Success@Arithmetic: Number Sense is a maths intervention from the Every Child Counts suite of interventions. It is for pupils mainly in Key Stage 2 who:

- need support to understand the number system and develop fluency with number facts
- are working below National Curriculum expectations for Y3

Success@Arithmetic Professional Development and Training Programme:

- 2.5 training days for a teaching assistant and lead teacher
- Half-day follow up for TAs
- A strong focus on mathematical subject knowledge
- Develops effective pedagogical approaches
- Opportunity for academic accreditation
- An optional visit to the school by the Trainer to support the delivery, management and evaluation of Success@Arithmetic: Number Sense

How does it work?

Success@Arithmetic trains a lead teacher and a teaching assistant. The lead teacher conducts a diagnostic assessment and selects a series of Success@Arithmetic steps to form a tailored programme that the teaching assistant delivers to an intervention group of up to three pupils. The sessions use number rods, bar modeling and written methods to build a complete mathematical picture, developing pupils' arithmetic fluency. They can be adapted to meet individual needs.

Mathematics (primary)

Every Child Counts

Talk 4 Number

Talk 4 Number is for:

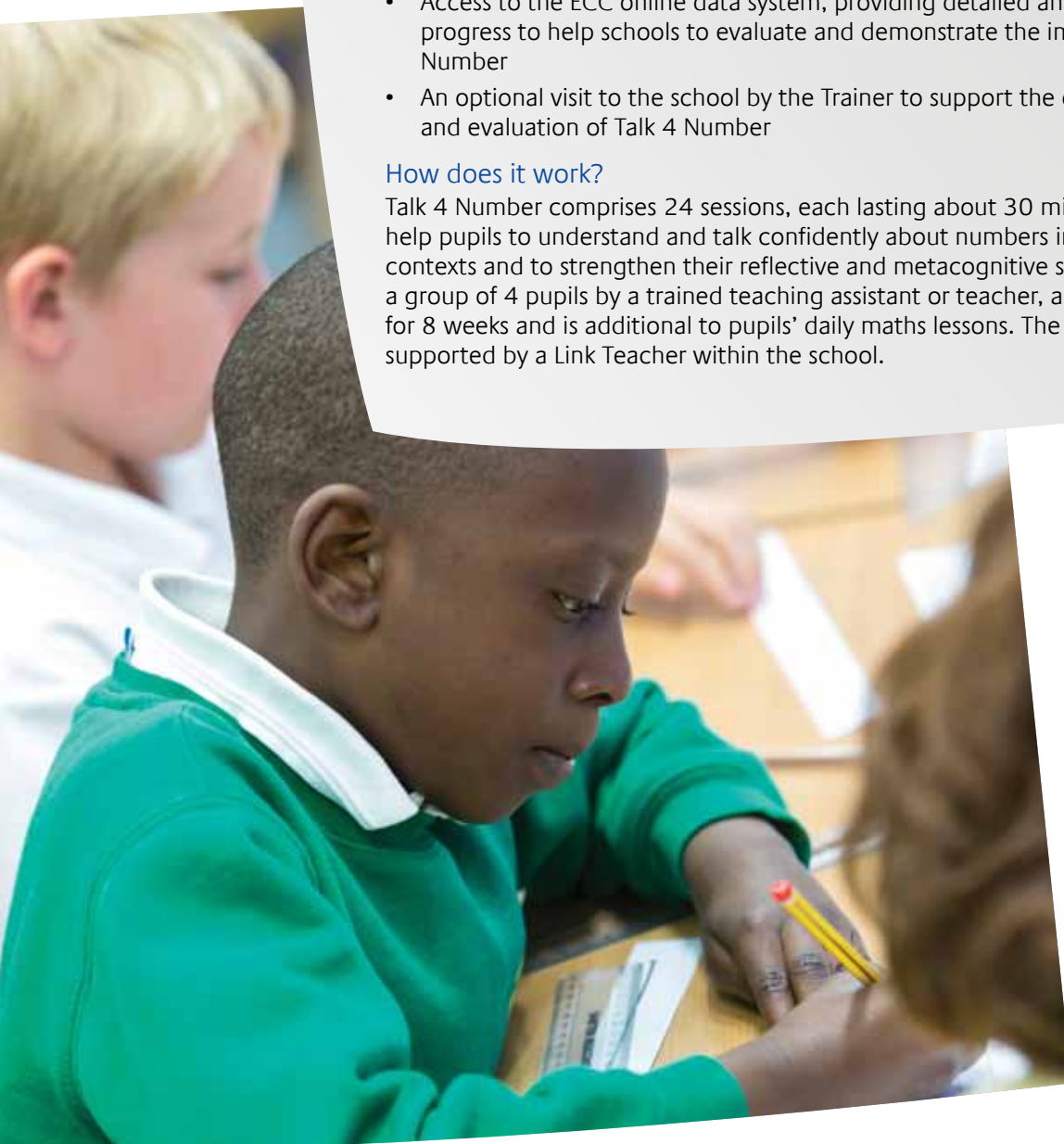
- Pupils mainly in years 3 or 4 who need support and encouragement to use and understand mathematical language or to talk fluently about their mathematics
- Pupils in year 3 or above who are in the later stages of learning English as an additional language

Schools also receive a one-year support package that includes:

- Online guidance and downloadable resources
- Telephone and email support
- Access to the ECC online data system, providing detailed analyses of pupils' progress to help schools to evaluate and demonstrate the impact of Talk 4 Number
- An optional visit to the school by the Trainer to support the delivery, management and evaluation of Talk 4 Number

How does it work?

Talk 4 Number comprises 24 sessions, each lasting about 30 minutes. The sessions help pupils to understand and talk confidently about numbers in a wide range of contexts and to strengthen their reflective and metacognitive skills. It is delivered to a group of 4 pupils by a trained teaching assistant or teacher, about 3 times a week, for 8 weeks and is additional to pupils' daily maths lessons. The teaching assistant is supported by a Link Teacher within the school.



Mathematics (primary)

Making Sense of Mastery in Mathematics

Teaching for Mastery puts a focus on all children understanding mathematics, a key expectation of the National Curriculum. NCETM have identified five 'big ideas' for developing mastery: **coherence; representation and structure; mathematical thinking; variation and fluency.**

Explore these big ideas and how to provide all children with rich learning experiences that focus on understanding. Consider how the same task can have a focus on different aspects of mathematics and can provide opportunities for children to deepen and extend their understanding.

This course aims to provide an understanding of:

- Explore the NCETM's five 'big ideas' for developing mastery
- Mastery within the primary classroom
- Teaching strategies that support mastery

Meaningful Assessment of Mathematics

Supporting teachers to develop the quality of their assessments in order to improve children's understanding of mathematics. The course will also support teachers to consider how they can improve the evidence base and the security of their judgement.

Learning Outcomes:

- Develop the quality of teacher assessment
- Understand how to assess information to inform planning and teaching
- Improve the evidence base and increase the security of judgement

Fluency Through Reasoning: Making the Best Use of No Nonsense Number Facts

Fluency is one of the three aims of the National Curriculum and involves far more than the memorisation of facts. A key element of fluency is reasoning; practice that focuses on reasoning strategies, looking for connections, patterns and relationships, is likely to be more effective.

No Nonsense Number Facts provides this purposeful practice. The activities include supporting pupils in developing an expectation that they will reason about what is already known in order to work out what is unknown.

Pupils are asked to notice things and then make decisions, using what they know and their understanding of relationships to solve problems efficiently.

Learning Outcomes:

- Learn how No Nonsense Number Facts materials can be used to support the development of fluency through reasoning
- Understand the thinking behind the activities

No Nonsense
Number Facts

To find out more or to purchase the resource: www.raintree.co.uk

Mathematics (primary)

Improving Mathematics Results in Key Stage 2

This is an opportunity to explore what can be learnt from the available data, how pupils can be supported in order to improve outcomes in maths in 2018 and the decisions that need to be made in relation to teaching and learning, both in Y6 and across the school, in order to have an impact on outcomes.

Learning Outcomes:

- Explore what can be learnt from available KS2 data
- Learn how pupils can be supported in order to improve outcomes in maths in 2018
- Identify the decisions which senior leaders need to make in relation to teaching and learning across the school in order to have an impact on outcomes at the end of KS2

Developing Early Number Sense

Number Sense is about developing an understanding of numbers and the number system; this understanding underpins calculation. This course focuses on building an understanding of how our numbers work and fit together and includes exploring place value, comparing and ordering numbers and rounding, and applying this understanding in different context.

Learning Outcomes:

- Build an understanding of how our numbers work and fit together
- Explore ideas and practical activities for developing a secure sense of number

Understanding Mastery for Teaching Assistants

Support for teaching assistants in how to work with children to understand mathematics with a focus on what is meant by teaching for mastery.

Dispel the myth that “you’re either born with the ‘maths’ gene or you’re not”, working from the principle that all children can achieve in mathematics given the right experiences.

Learning Outcomes:

- Understand mastery within the primary classroom
- Learn about the connective model of teaching, including imagery and language
- Gain strategies for effective group work
- Find out how to use probing questions to support and assess understanding

Developing Reasoning in Key Stage 1

Explore how to make reasoning a part of every mathematics lesson and learn practical ideas for use in the classroom.

Learning Outcomes:

- Gain a clear understanding of reasoning within the curriculum
- Learn ideas for how to develop reasoning in everyday maths lessons

Annual Primary Mathematics Conference
21st November 2017

English (primary) Intervention Programmes

Reading Recovery

Reading Recovery is an early intervention designed for children aged five or six (usually Y1), who are the lowest achieving in literacy after their first year of school. These children are often not able to read the simplest of books or write their own name. They receive a short series of intensive 1:1 lessons with a specially trained teacher in their own school.

- Designed for teachers working 1:1 with Year 1 children
- Lessons last for 30 minutes every day
- The lesson series lasts for up to 20 weeks but is shorter for many children
- The programme is different for every child, starting from what the child knows and what he/she needs to learn next.
- The focus of each lesson is to comprehend messages in reading and construct messages in writing, learning how to attend to detail without losing focus on meaning

Learning Outcomes:

The lesson series finishes when the child is able to read and write without help, at the appropriate level for their age. Most children who complete Reading Recovery have gone from text level 0 to level 17 (orange book band). These children have learned four-to-five times faster than their classmates to catch up and after the intervention their progress continues in line with their peers.

For more details of the gains made by children in Reading Recovery go to:
<http://readingrecovery.ioe.ac.uk>

Boosting Reading @ Primary

Boosting Reading @ Primary is a targeted, time-limited, one-to-one intervention. It is designed to improve the way children read, enabling them to be independent problem solvers who read with understanding and enjoyment.

The programme is for pupils aged from 6 to 14 who:

- Lack skills and confidence as readers
- Require a boost to their reading age
- Need to develop their understanding of texts
- Experienced Teaching Assistants, Support Assistants, Learning Mentors or volunteers attend 2 days of intensive training to deliver the programme
- Trained partners work on a one-to-one basis with a child following a common lesson structure designed to support the development of the reading skills required for academic success.
- Sessions usually last 15 minutes, 3 times a week over 10 weeks, alternatively they can be organised once a week for 20 minutes over 15 weeks

Learning Outcomes:

Pupils make gains in word reading age, comprehension and reading rate. They become active problem solvers and enjoy reading texts more.

English (primary) Intervention Programmes

FFT Wave 3 Literacy

Fischer Family Trust Wave 3 (FFT Wave 3) is an early intervention for children in Year 1 (and above including KS2) who have difficulties learning to read and write. FFT Wave 3 is aimed at children who are unable to access a scripted group intervention, but who do not have the depth of need that would require the support of a Reading Recovery programme. It is based on the pedagogy and practice of Reading Recovery.

- Designed for TAs working one-to-one with a Year 1 child
- Targets children who do not have the skills to access group programmes
- 15-20 minutes daily for 10-20 weeks
- A 2-day rolling programme (reading one day, writing the next)
- Delivered by an experienced Teaching Assistant who has attended the 3-day training

Learning Outcomes:

The aim with FFT Wave 3 is to accelerate learning so that each child makes enough progress in reading and writing in order to access a group intervention and/or continue to progress through whole class /group teaching.

Talking Partners@Primary

TalkingPartners@Primary (formerly known as Talking Partners) is a programme designed to improve the way children communicate across the curriculum, enabling them to be independent and skilful speakers and listeners. It's a targeted, time-limited intervention that can be used with the whole class, small groups or individuals.

By providing opportunities to practise and rehearse target language through a range of focused activities, pupils develop their independent skills to become good communicators. TalkingPartners@Primary is a structured oral language programme providing part of an integrated approach to raise levels of achievement by improving children's speaking and listening skills. TalkingPartners@Primary also helps children to become more confident and competent users of English. It encourages them to listen more actively and talk for a range of purposes and draws particular attention to the links between oracy and literacy

- Trained partners (Experienced HLTA/TAs (Level 3 and above) work with groups of three pupils
- Sessions last for 20 minutes, 3 times a week for 10 weeks
- EYFS run shorter sessions of 10 minutes 5 times a week for 10 weeks
- Using activities that have been specifically designed to support the development of oral language skills required for academic success

Find out more about all our intervention programmes at
www.babcock-education.co.uk/ldp/cpd

English (primary) Intervention Programmes

Write Away Together

Write Away Together training focuses on how to use feedback to improve writing.

A Write Away Together session involves a dialogue between a child and a trained partner about a piece of independent writing.

The aim of the dialogue is to help the child understand how they can improve their work and embed strategies that will improve independent writing.

The model Praise, Improve, Plan underpins Write Away Together. Each session is based on a piece of writing done in the class, which is then celebrated and improved. The writer is then prepared to continue the writing independently, where appropriate. As an intervention, Write Away Together sessions can be led by a teacher or a teaching assistant.

Write Away Together can also be used with groups as a form of guided writing focused on feedback and improvement. These sessions, which fit into the writing sequence, can also be led by a teacher or teaching assistant.

- Led by teacher or Teaching assistant
- Individual children or groups of children in Y1-Y6
- 2 sessions weekly
- Each session lasts 20 minutes
- Minimum of 10 weeks

Learning Outcomes:

For adults:

- To provide the adult with a clear structure to support the improvement of children's writing
- To develop the partnership between teacher and TA
- To use Assessment for Learning (AfL) to improve writing
- To lead adults to an understanding of which text, sentence and word choices will be appropriate for a particular writing task and for the audience
- To provide ways of improving writing within individual, Guided and Shared Writing

For children:

- To help the child see himself/herself as a writer
- To help the child see editing as a positive part of the writing/learning process
- To improve writing at text, sentence and word level
- To understand what they do well and what needs to be improved in order to make progress
- How to make those improvements

English (primary)

Every Child Counts

Phonics Counts

Phonics Counts is a new reading intervention based on systematic synthetic phonics. It is delivered by a specially trained teacher in collaboration with a teaching assistant to children in Years 1 to 3 who have the greatest difficulties with reading and have fallen seriously behind their peers. It particularly helps those who have an insufficient grasp of phonics as the prime approach to decoding and encoding, including children who have had considerable problems with the Year 1 phonics screening check. It helps them to get back on track with phonic skills and a love of reading.

Phonics Counts is for children in Years 1 to 3 who have the greatest difficulties with reading

- A Phonics Counts teacher teaches children for half an hour two or three days a week, individually or in pairs.
- A teaching assistant delivers follow up sessions for the rest of the week if needed
- The teacher uses a detailed diagnostic assessment to plan a programme tailored to each child's needs
- Rigorous, lively and stimulating lessons focus on phonic knowledge, comprehension and vocabulary development, ensuring that children have the skills and motivation to enjoy success at reading
- The teacher liaises with the children's parents and class teacher, helping everyone to work together to support the children's reading

Learning Outcomes:

The Phonics Counts teacher uses their specialist knowledge to support colleagues and parents, raising reading and literacy standards in all classes throughout the school.

It helps children get back on track with phonics and a love of reading, so that they can catch up with their peers and continue to learn effectively.

English (primary)

Every Child Counts

Project X CODE

Project X CODE is aimed at struggling readers from Years 2 to 4 who need a helping hand to achieve appropriate levels for their age.

It is a small group intervention led by a TA which helps children get back on track with reading skills and enjoyment, so that they can catch up with their peers and make continued progress.

How does it work for the children?

- Project X CODE is based on a gripping series of adventure books. They contain a cumulative, episodic adventure in a 3D style that builds children's reading skills and motivation to read. They are based on a careful progression of systematic synthetic phonics and comprehension skills
- A trained teaching assistant or teacher normally teaches a small group of children for half an hour four times a week. Sessions are based on the series of books and help children to overcome difficulties, develop their skills and become accustomed to enjoying success at reading

How does it work for schools?

- Project X CODE complements the teaching of reading in daily literacy lessons. By choosing appropriate reading level entry and exit points and group sizes, the school can match the intervention to the needs of a wide range of children
- Project X CODE is delivered by a trained teaching assistant or a teacher, guided by Teaching and Assessment Handbooks with detailed session. The children's class teacher normally oversees the intervention and supports the teaching assistant. The literacy subject leader or SENCO normally ensures that Project X CODE is integrated into the school's long-term strategies for supporting struggling readers

Learning Outcomes:

An independent report on Project X CODE found that, after one term of Project X CODE:

- Children gained an average of 8.7 months in phonics age
- They gained an average of 6.8 months in sentence reading age
- Teachers said that the children's reading strategies and motivation had improved
- Parents said that their children wanted to read and talk about the books at home
- The children themselves said that they loved the books

English (primary)

Every Child Counts

Inference training

Inference training is a group intervention for pupils in KS2 and KS3 who decode adequately but fail to get full meaning and enjoyment from their reading.

Evidence suggests one in ten pupils who decode satisfactorily, fail to get full meaning and enjoyment from reading.

The techniques can also be used in KS2 and KS3 classrooms so that both classroom and group intervention approaches are aligned.

The course components of initial training are:

- Key characteristics of reading comprehension
- The 13 main barriers to reading comprehension
- Sample pupil profiles which highlight a range of strengths and weaknesses in reading comprehension
- How to use short extracts of texts and 10 minute conversations with pupils to understand where their difficulties may lie
- How to deliver a 40 minute inference training session to pupils
- Participants have a go at an inference training session “as pupils”, led by volunteers
- How to provide on-going professional support to practitioners who deliver inference training to pupils
- Impact data and effectiveness/how to evaluate outcomes

Inference training is:

- Led by teacher or teaching assistant
- Groups of 4 children in Y3-Y8
- 2 sessions weekly
- Each session lasts 40 minutes
- Minimum of 8-10 weeks

Inference training helps boost reading comprehension through “instructional conversations” which demonstrate for children how to:

- Activate and apply prior knowledge to their reading and use title cues to predict
- Identify key words and elaborate on them to enhance meaning, and develop vocabulary
- Generate their own questions and answer them
- Generate inferences and integrate meaning as they read to build a gist
- Summarise a short text extract using visualisation, quick pictures, picto-words and a 10 word or less headline
- Retell an extract to emphasise the gist

Learning Outcomes:

- Inference training featured in both the 2007 and 2013 editions of Professor Greg Brook’s study “What Works for Pupils with Literacy Difficulties”. Both editions identified inference training as an intervention that offers significant gains for pupils with weak comprehension skills.
- The latest pupil impact data from 326 pupils in KS2 and KS3 shows that during 14-20 inference training sessions, most pupils make 2 sub-levels progress in reading or an increase in reading comprehension of 12 months over 8-10 weeks

English (primary)

Phonics and Early Reading in Foundation Stage and Year 1

This course focuses on the subject knowledge and pedagogy of systematic, synthetic phonics and early reading and exemplifies this with the Letters and Sounds programme. It focuses on the challenges of teaching phases 3 to 5 in both single age and mixed age classes.

Learning Outcomes:

- Ensure subject knowledge is sufficient to meet the expectations of high quality, systematic, synthetic phonics teaching and learning
- Become familiar with the content, pace and progression of Letters and Sounds
- Explore teaching strategies and assessment tools

Spelling at Key Stage 2

This course reflects the changes in the spelling curriculum under the new orders for English. There is an increased emphasis on learning spellings and the age related expectations. The course will show how these elements fit into our teach, practise, apply model.

Learning Outcomes:

- Consider how current resources can be used to meet the expectations of the new spelling curriculum



English (primary)

Teaching Vocabulary at Key Stage 1 and 2

Do your children struggle to understand and use a wide range of vocabulary?

Do you need some new teaching ideas for expanding children's vocabulary?

This course responds to the heightened emphasis on vocabulary in the KS1 and KS2 English programmes of study. It provides some practical strategies to support children in becoming successful in reading, writing and spelling across the curriculum, by improving vocabulary.

Learning Outcomes:

- Explore theory of vocabulary development and progression through the primary years
- Consider ways to establish whole-school approaches to promote and develop vocabulary
- Explore practical classroom strategies for vocabulary acquisition and application;
- Investigate links to morphology and spelling
- Develop your own and pupils' interest and curiosity about words

Grammar Subject Knowledge

Support for teachers with securing their own subject knowledge in grammar in order to ensure their children meet the expectations of the National Curriculum.

This course tackles the big ideas and core understanding needed to be confident to teach grammar in the National Curriculum. A range of teaching activities will also be modelled and explored, including:

- Different ways of constructing sentences
- Nouns and noun phrases
- Verbs
- Adverbials
- Punctuation
- Cohesion

Learning Outcomes:

- Develop confidence to teach the expectations of the National Curriculum
- Explore personal understanding of key areas of grammar
- Understand strategies for teaching these ideas to children

English (primary)

Making Good Use of No Nonsense Grammar

This course provides an opportunity for schools who have purchased No Nonsense Grammar (or are thinking of doing so) to explore the principles, structure and resources within the programme.

Teachers will have a chance to consider how to implement the programme in the context of their wider English teaching.

Learning Outcomes:

- An introduction to No Nonsense Grammar
- Ensure you are confident with using the resource in your classrooms
- Explore how the resource can be built on and adapted to meet the needs of different children
- Support for subject leaders with implementing No Nonsense Grammar across the school

Getting Going with Teaching Sequences

This course is for teachers new to English Teaching Sequences.

- Explore creating writerly knowledge charts
- Analyse elicitation tasks
- Use assessment information to adapt planning
- Develop clear understanding of the progression through a teaching sequence.

Learning Outcomes:

- Raise standards in writing
- Improve planning and teaching to ensure it fully meets the needs of your children
- Develop greater confidence in planning across a sequence of learning
- Engage with high quality texts for children

Moving on with Teaching Sequences

This course is suitable for teachers with some experience of using English Teaching Sequences, who wish to develop their practice. It explores ways in which adaptations and changes can be made to the structure and strategies within the sequence to maximise progress.

The course explores:

- Alternative outcomes
- The use of film and other visual texts
- Flexibility within the structure of sequences
- Different approaches to common strategies

Learning Outcomes:

- Explore the ways in which teaching sequences can be varied
- Investigate how film can be used at various stages of a teaching sequence
- Refresh frequently used strategies



To find out more or to purchase the resources: www.raintree.co.uk

Annual Primary English Conference
20th March 2018

No Nonsense **Literacy**

**NEW from the Award-Winning
No Nonsense Family of Resources!**

Learning Activities and Assessment for the New Curriculum

No Nonsense Literacy: Teaching Sequences for Writing is a series of detailed learning activities written around high-quality suggested texts that model effective and exciting writing. Designed to practise and consolidate learning, fire imaginations and introduce new techniques, the sequences incorporate a range of stimulating, hands-on activities to develop reading, writing, speaking, listening and grammar skills.

Teaching Sequences for Writing: ISBN: 978 1 4747 5088 2 Price: £165 + VAT

The accompanying **No Nonsense Literacy: Assessment for Writing** is designed to support teachers in making accurate, evidence-based assessments of writing across KS1 and KS2. Samples of annotated writing will also support teachers in establishing appropriate expectations for each year group.

Assessment for Writing: ISBN: 978 1 4747 5089 9 Price: £180 + VAT

No Nonsense Literacy: Teaching Sequences and Assessment for Writing

ISBN: 978 1 4747 5087 5

Price: £335 + VAT

Save £10 when you buy both together!

Available Spring 2017

No Nonsense **Number Facts**

**NEW Complete Programme Supporting
Fluency with Number Facts by the
Babcock Primary Mathematics Team**

No Nonsense Number Facts provides teachers with a coherent programme for supporting fluency in number facts in line with the aims of both the national curriculum and teaching for mastery.

The programme is easy to use, flexible and comprehensive. With plenty of guidance to improve teachers' own subject knowledge, engaging activities and helpful resources, this pack enables you to implement an effective number facts programme for Years 1 to 6.

No Nonsense Number Facts - Available Summer 2017

ISBN: 978 1 4747 4954 1

Price: £245 plus VAT



**Please contact us for more information on
01865 312244 or at feedback@raintree.co.uk**

raintree 
a Capstone company — publishers for children

Early Years Foundation Stage

Effective Practice for Reception Teachers

Consider what effective practice should look like.

Learning Outcomes:

- Consider current curriculum and Ofsted requirements and understand how this impacts on your practice and provision
- Recognise your current strengths
- Identify areas for development to further improve the quality within your school

Developing Practice in Leadership and Management in the EYFS

Support for practitioners with some leadership experience to help you create an environment where learning flourishes.

This course will help you identify key priorities and articulate your approach to teaching and learning.

Learning Outcomes:

- Create a vision and ambition for all children and learners
- Identify and promote skilful early years teaching, ensuring it meets the needs of all learners
- Understand how strong leadership can motivate and develop a staff team
- Develop an understanding of the use of data to drive improvement
- Explore recent and relevant developments in the EYFS

Annual EYFS Conference
3rd October 2018

New to EYFS for Teaching Assistants and Teachers

These courses consider how adults can support learning and clarify expectations around assessment.

Learning Outcomes:

- Become familiar with the EYFS documents
- Explore the role of the adult and the enabling environment in supporting children's learning and development
- Gain an understanding of assessment and how it can be used to inform practice and provision
- Consider how to implement manageable systems of observation, assessment and record keeping (Teacher's course)



Outdoor Education

Educational Visits Co-ordinator (EVC) Training

This DfE approved course covers the management checks and procedures for visits required by the DfE and the local authority/employer.

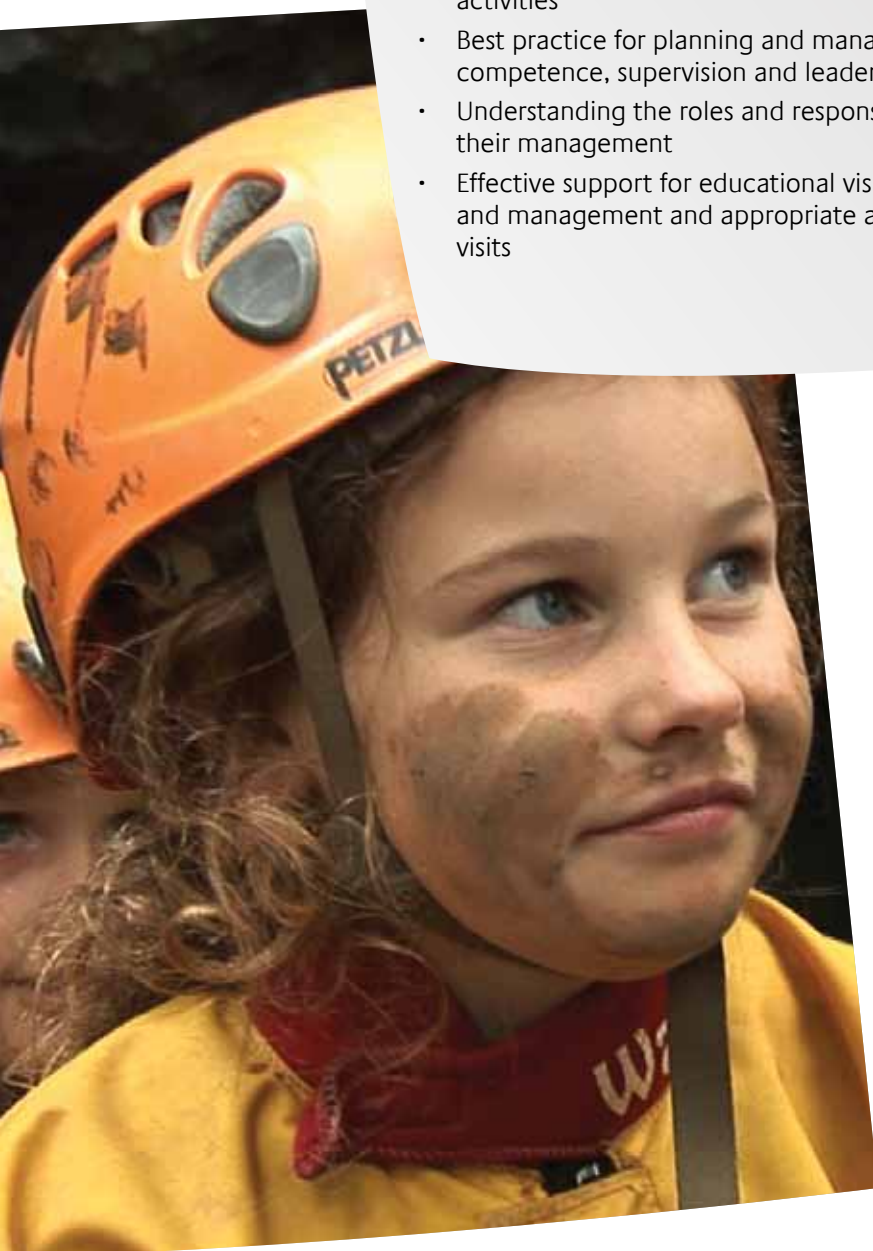
A mandatory training course for staff new to the role of EVC in schools.

Every school should have a named Educational Visits Co-ordinator who is trained and remains up to date.

Learning Outcomes:

This course ensures competence in the following areas:

- Legal issues, policies, procedures and guidance relating to educational visits and off-site activities, including day and residential visits and adventurous activities
- Best practice for planning and managing educational visits, including competence, supervision and leadership
- Understanding the roles and responsibilities regarding educational visits and their management
- Effective support for educational visits within a school setting; risk assessment and management and appropriate approval and endorsement of educational visits



Want us to deliver training in
your school?
Call us now on **07568 102728**



The Dartmoor Centres

Our Outdoor Learning Centres provide good quality, value for money, residential accommodation and adventurous activities at two sites in the unique landscape of Dartmoor: Pixie's Holt and the Dartmoor Training Centre.



Learning Outside the Classroom

The Dartmoor Centres have over 30 years of experience of offering high quality, safe and accessible outdoor and residential education opportunities. We believe passionately in the value of outdoor learning within a wider school and youth work curriculum.

Leadership and Professional Development Courses

Our team has many years' experience designing and delivering leadership training and CPD events for teachers, leaders and volunteers who work in schools, Youth Groups and Outdoor Learning.

Contact us

For further information:

LDP-DartmoorCentres@babcockinternational.com
www.dartmoorcentres.co.uk
01364 631500

"The high quality activity sessions allow for real-life problem-solving, team work and citizenship"

"Encourages co-operation and independence."

"Opportunities to forge different relationships and challenges the children to try activities"

Leadership Executive Leaders

National Professional Qualification for Executive Leaders (NPQEL)

Babcock Education has been approved as a national provider for the NPQEL programme. This is a comprehensive programme for current or aspiring chief executives of Multi-Academy Trusts or foundations that will equip you to reach and exceed your goals in growing and nurturing your organisation. This programme addresses the challenges of scaling up your Multi-Academy Trusts and other partnerships in a sustainable and effective manner.

Being the CEO of a MAT – what does the role require?

The role requires the CEO or executive headteacher to be a strategist and visionary, a communicator and ambassador, a change agent, business developer, leadership and talent developer and a guardian of the 'spiritual flame' of the organisation.

The Programme:

- Provides delegates with the strategies and skills needed to ensure that they can lead their trusts with confidence and ability
- Delegates will use best practice principles to complete the individual and organisational challenges that leadership within a complex educational environment demands
- Led by experienced facilitators from business and education, best practices from both these environments can be brought together for the benefit of delegates

Learning Outcomes:

- Nationally recognised qualification for executive leaders
- The leadership qualities and competencies of highly effective chief executives and (to further develop these in their own role)
- The critical skills needed to lead and manage change in a challenging environment
- How to secure the buy-in and engagement of key stakeholders
- How to build sustainable capacity across a diverse group of schools and settings
- How to ensure that appropriate and effective governance structures and processes are implemented across the organisation



LEADERSHIP
SUCCESS

Find out more and hear what previous delegates have to say about this NPQEL programme:

www.babcock-education.com/schools/executive-leadership-programme

Leadership Headteachers and Senior Leaders

Beyond Monitoring (primary) and Leadership of Learning (secondary)

These courses empower heads and their senior leaders with the means to secure better teaching and learning. Securing effective pedagogical leadership at all levels is a key challenge for many schools and this course will provide the opportunity to further develop the skills and understanding needed to do this. This programme consists of three separate days with practical tasks in between.

Programme Outline:

- **Day one** - 'Improving Teaching' includes observations of a lesson in the school
- **Day two** - 'Improving Learning' involves looking at books, pupil progress, looking at provision and timetables
- **Day three** - Developing systems that work

Learning Outcomes:

- You will have the means to develop a bespoke system for improving teaching and learning, that is appropriate to your school's individual circumstances and needs



Middle Leadership Programme (primary)

Each of the three (whole-day) sessions is designed to stimulate leadership thinking and develop leadership capacity to support and challenge, in order to secure school improvement and develop personal career potential.

Programme Outline:

- **Being a Leader and Leading a Team**
- **Learning Walks and Observing Teaching**
- **Dealing with Data**
- **Middle Leaders' Contribution**

Learning Outcomes:

- Develop the skills and knowledge of school leadership
- Understand the role of the middle leader and how they can more effectively contribute to whole school improvements
- Understand the importance of working collaboratively and with emotional intelligence to bring about school improvement through effectively managing people and change
- Consider the importance of impact evaluation and examine 'what difference has my leadership made to the outcomes for our pupils/students?'

Leadership Masterclass
22nd May 2018

Leadership Headteachers and Senior Leaders



Getting to Great

This programme supports good schools on the journey to be great by developing school leadership that develops and sustains:

- a culture of unremittingly high expectations
- excellence in teaching, learning and assessment
- a world-class curriculum
- confident, articulate, self-assured learners
- outward facing schools which are able to work with other schools to secure excellence for all pupils

The programme consists of three one day seminars led by National Leaders in Education (NLE) and an experienced primary school adviser. After each seminar school leaders will have the opportunity to receive bespoke coaching, support and challenge from a NLE who has already led their own school to world-class status.

Through reviews of research, inputs from outstanding practitioners, discussions, deep reflection and coaching opportunities, leaders have the opportunity to consider the context of their school in relation to the focus of the day and plan their next steps on their journey to being a great school.

Learning Outcomes:

- High-quality bespoke support on your journey to being a great school
- Dedicated time to reflect deeply on your leadership and the next steps for your school
- Professional confidence to lead your school through inspection
- Opportunities to learn from and with existing great school leaders
- Build a support network with other leaders who are moving towards leading great schools

Want to speak with our School
Improvement team to find out more?
Email: [LDP-SchoolImprovementTeam@
babcockinternational.com](mailto:LDP-SchoolImprovementTeam@babcockinternational.com)

Governance

Induction for New Governors and Trustees

We are now offering separate courses for maintained schools and academies. The courses are significantly different, so please ensure you book according to the category of your school. All new governors, trustees and directors are strongly encouraged to attend this introductory day as soon as possible after attending their first meeting of the full governing board.

Learning Outcomes:

- An introduction to the governance role
- Familiarise new governors, trustees and directors with their responsibilities
- Outline good practice in relation to managing the workload
- Support new governors, trustees and directors in getting to know their school
- Help those new to governance to feel more confident in their role

Effective Governance in a Multi-Academy Trust

Governance arrangements in multi-academy trusts (MATs) vary according to when the trust was established, the number of schools within the trust and the terms of the funding agreement. Clarity of accountability is sometimes muddled.

Learning Outcomes:

- Consider the key principles to ensure good governance within a MAT
- Suggest some model schemes of delegation
- Explore different options for local accountability

We will look at the relationship between the members, the trust board and its schools and consider how to ensure that all involved understand their role, responsibilities and relationship to each other. An experienced director of a MAT will co-deliver this session.

Role of the Chair as Leader of the Governing Board

It is important for individuals with chairing responsibilities to undertake training.

Learning Outcomes:

- Introduce chairs, vice chairs and aspiring chairs to their role
- Understand different leadership styles and how these can be used effectively
- Focus on building an effective governing team
- Ensure clear understanding of good governance and efficient practice for leading meetings and managing the workload

Heads, Chairs and Clerks

An invaluable day for the headteacher, chair of the board and the clerk to attend training together.

Learning Outcomes:

- Up-to-date information on the current requirements of the roles and responsibilities of school governors/trustees, clerks and headteachers
- An opportunity to share good practice with colleagues in other schools
- Focus on practice in your own school, identify strengths and weaknesses and plan for improvement

Headteacher Appraisal

Governing boards are strongly recommended to ensure appraiser governors/trustees undertake training before they carry out the appraisal of their headteacher.

Learning Outcomes:

- Explanation of the appraisal process
- Identify the roles and responsibilities of appraisers, the headteacher and the external adviser
- Identify the planning required
- Build knowledge and confidence

Governance

Induction for New Clerks

If you are a newly appointed clerk it is essential that you attend this induction opportunity.

Learning Outcomes:

- Introduction to the role and key responsibilities
- Understand the role of the governing board
- Familiarisation with the governing board's data and key procedures
- Help and advice on how to manage meetings and the processes and paperwork to support meetings

Introduction to Safeguarding and Child Protection Responsibilities

Learning Outcomes:

- Learn the definitions of abuse and how to recognise the signs and symptoms of possible child abuse
- Know how to act appropriately on suspicion or knowledge that a child may be at risk of harm or has been harmed
- Know when to report concerns and what information to pass on
- Learn how to respond appropriately to a child making a disclosure
- Understand the basic roles and responsibilities of the governing board in safeguarding children
- Gain knowledge of safer working practices
- Know how to respond to allegations against staff and volunteers

Understanding Performance Data in Primary Schools – Introductory

For primary school governors/trustees only. Pupil performance is a key indicator used by the government to ensure that every child achieves the best possible educational outcomes. There is a range of performance information made available for boards to assist them in their role.

Learning Outcomes:

- Understand how pupil performance is measured
- Identify and explore sources of pupil performance data including RAISE online reports
- Clarify the national and local agenda in relation to key priorities for disadvantaged and vulnerable pupils
- Learn about the key changes in national curriculum assessment requirements

Finance for Maintained and Academy Schools (two separate training sessions)

Suitable for all governors/trustees but recommended for those chairing a resource committee or with a lead governor responsibility for finance. There will be time for networking and opportunities to focus on your individual school.

Learning Outcomes:

- An overview of how schools are funded
- Explain the school budget setting process and budget system
- Consider the governor role in monitoring and the Schools Financial Value Standard
- Demonstrate use of the school financial reporting tool
- Identify common weaknesses to look out for
- Provide guidance in dealing with financial challenges

**Governors' Masterclass -
Making an Impact
24th February 2018**

Data and Assessment

Statutory Assessment - Introduction and Overview for Teachers New to Year 2

These 2 day courses equip Year 2 and Year 6 teachers involved with the end of Key Stage 1 and Key Stage 2 assessment procedures for the first time or provides a refresher for teachers returning to Year 2 or Year 6. Delegates will be given advice & guidance to make informed teacher assessments as required by the statutory arrangements.

Learning Outcomes:

- Understand what the arrangements look like
- Learn how to finalise teacher assessments
- Use the outcome of tests to support judgements
- Be prepared for task and test administration
- Know how to report to parents
- Understand moderation requirements
- Gain subject specific knowledge for reading, writing, maths and science

Key Stage 1 and 2 Statutory Moderation Briefing

External moderation is a collaborative process between the LA external moderator and an individual school. The Standards and Testing Agency detail the requirements for external moderation each year and provide guidance to schools and LAs. LAs are required to have a robust programme of moderation in place at both KS1 and KS2. However STA guidance to schools clearly states that it is the responsibility of the headteacher to ensure the accuracy of teacher assessment judgements in their school and that all schools must have a clear internal moderation process, which scrutinises TA in advance of any external moderation activity.

Learning Outcomes:

- Provide senior leaders with an overview of statutory moderation requirements
- Outline the characteristics of effective moderation processes
- Clarify Devon moderation arrangements for KS1 and KS2
- Ensure senior leaders have access to specialist advice and guidance

Key Stage 1 Phonics Screening Briefing

The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. In 2017 the phonic screening check should be administered to all year 1 and all appropriate year 2 pupils.

Learning Outcomes:

- Familiarise teachers with the STA requirements for the Phonics Screening Check including security requirements, monitoring arrangements, and roles and responsibilities
- Support teachers with planning to administer the screening check

First Aid



First Aid for the Outdoors

16hrs

The basics of first aid including the Emergency First Aid at Work syllabus. A particular emphasis is placed on casualty care in remote locations. **This course meets the requirements of NGB awards such as ML, WGL, SPA, SWMMLTS.**

Learning Outcomes:

- Designed to give participants the necessary skills to respond to common accidents and emergencies at work, in the home and outdoors

First Aid at Work (Refresher)

two days

A refresher for those people who have previously attended a full Health and Safety at Work course. The course covers the practical application of first aid with a particular emphasis on first aid in an outdoor environment.

Learning Outcomes:

- Successful completion of this course **revalidates your HSE status for three years**

Outdoor Leadership and CPD

Coastal and Countryside Leader with Camping Endorsement (SWMMLTS)

weekend

Lead groups in rural countryside and coastal areas in Summer conditions. Suited to those leading Bronze Duke of Edinburgh Awards. The course includes an overnight camp at a simple farm campsite (for which candidates need to self-cater). Candidates can request to be assessed or trained dependent on previous skills and experience.

Summer Moorland Camping Leader (SWMMLTS) Training and Assessment

weekend

Lead groups in wild camping on moorland in Summer conditions. Suited to those leading Duke of Edinburgh Awards and Ten Tors training. Candidates can request to be assessed or trained dependent on previous skills and experience. (This course entails a two night expedition for which candidates need to self-cater).

Winter Moorland Walking Leader (SWMMLTS) Training

weekend

Lead groups on moorland in terrain for day walks in Winter conditions. Suited to those leading Duke of Edinburgh Awards and Ten Tors training.

Winter Moorland Walking Leader (SWMMLTS) Assessment

one day

Assessment is for those who have completed Winter Moorland Walking Leader training or Walking Group Leader training and wish to be assessed to lead groups on moorland terrain in Winter conditions.

Summer Moorland Walking Leader (SWMMLTS) Training

weekend

Lead groups on moorland terrain for day walks in Summer conditions. Suited to those leading Duke of Edinburgh Awards and Ten Tors training.

Summer Moorland Walking Leader (SWMMLTS) Assessment

one day

Assessment for those who have completed Summer Moorland Walking Leader training or Walking Group Leader training and wish to be assessed to lead groups on moorland terrain in Summer conditions.



For further information:

LDP-outdoorlearning@babcockinternational.com
01364 631500

Music



Royal Opera House – Carmen Opera CPD

Come and work with Devon Music Education Hub partners, the world renowned Royal Opera House as they support teachers and music leaders to bring opera into your school community.

South West Peninsula Music Education Conference 2nd February 2018

Devon Music Education Hub once again works with colleagues in Cornwall, Plymouth & Torbay to bring regional, national and international music education expertise to share with Music Subject Leaders from across the whole peninsula. The chance to network, share good practice and take part in practical sessions.

Devon County Show 17th to 19th May 2018

Celebrating Devon's finest – Your school ensemble could perform on this wonderful platform and join in our celebration of our young peoples' musical achievements.

Bournemouth Symphony Orchestra Schools Concerts

These amazing performances are usually sold out within hours of tickets being made available – don't miss the opportunity!

Contact us direct for more information:

LDP-DevonMusicService@babcockinternational.com

Or visit our website:
www.DMEH.org

School Library Service

Experience the buzz of the Reading Roundabout

The new curriculum states that “Pupils should be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.”

A typical Reading Roundabout session:

- Introduces children to books by authors that they would not normally see or choose for themselves, in line with Ofsted expectations
- Gives an understanding of different genres and is a reminder about how to choose a good book by using blurbs and reading opening pages
- Encourages ‘book talk’. Children have the chance to recommend books to each other, which means keen readers are sharing their knowledge
- Uses picture books to allow children with different ability levels and EAL children to share in the excitement
- Enables reluctant readers to focus on their choice of books as they are especially selected and face-on in front of them
- Creates a community of readers in the room creating a buzz of reading enthusiasm

“Thank you for the super Reading Roundabout last week! The children really enjoyed it and there was a wonderful selection of books.”

“Our Year 5’s really enjoyed the school adviser’s visit - they seem really enthused about the Reading Roundabout.”

Secondary School Libraries Conference
8th March 2018

To book a Reading Roundabout or to find out more please contact:

BabcockEducationSW@babcockinternational.com | 01392 880783

Finance Consultancy

Budget Planning

These workshops are intended to enable you to compile your budget plan and revise plans for future years using the new Financial Planning Suite (FPS) application. Utilising materials you bring with you from your school you will have the opportunity to discuss, refine and cost your plan, including your staffing structure, with help from education finance consultants, and share ideas with other schools attending the workshop.

Learning Outcomes:

To help you to produce a budget plan fully documented for governor approval, considering the known implications of current finance issues.

Devon Education Finance Training

For new or inexperienced school administration staff. This course provides an overview of finance and financial administration in the school environment.

There will be opportunities throughout the day to explore best practice delivered through group discussions and practical application as well as instruction based training.

Topics include:

- Income and receipting
- Ordering and invoicing
- Petty cash
- Payroll forms
- Personnel contracts in Sims
- The financial recording systems and tasks including codes, cost centre structure, monthly transactions, reconciliation and Consistent Financial Reporting (CFR)
- Financial monitoring & reporting
- Financial regulations in schools & financial controls
- The roles and responsibilities within the LA, within school and for partners in education

Learning Outcomes:

- Increase your understanding of roles and responsibilities within the LA and within school
- Understand financial controls and reporting
- Increase knowledge of financial recording systems and tasks
- Improve understanding of payroll forms and personnel contracts in SIMS

Finance Masterclass
17th October 2017

School Administrators' Conference
15th March 2018

Network Meetings

Our Subject Leader Network Meetings and Headteacher Briefings have been design to keep headteachers, senior leaders, teachers and chairs of governors fully informed on developments within their area. You will have access to cutting edge thinking and research, guidance on managing your subject leadership role and will be updated on national and local developments.

Safeguarding Forums

Early Years - Teaching Assistant Briefings – EYFS Termly Network Meetings

English Subject Leader Meetings (primary and secondary)

Heads around the Table - facilitated network meetings for primary headteachers

Bursar Briefings

EAL Network Planning Meetings (primary and secondary)

Modern Foreign Languages Subject Leader Network Meetings (primary)

Mathematics Subject Leader Meetings (primary and secondary)

Local Area Hub Briefings for headteachers, senior leaders and chairs of governors

Science Subject Leader Meetings (primary and secondary)

EVC Termly Briefings (primary and secondary)

School Library Service Network Meetings (primary and secondary)

Conference and Masterclass Programme

	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
Thu						
Fri		1			1	
Sat		2			2	
Sun		3	1		3	
Mon		4	2		4	1
Tue	1	5	3 EYFS Conference		5	2
Wed	2	6	4	1	6 Japanese Maths Lesson Masterclass	3
Thu	3	7	5	2	7	4
Fri	4	8	6	3	8	5
Sat	5	9	7	4	9	6
Sun	6	10	8	5	10	7
Mon	7	11	9	6	11	8
Tue	8	12	10	7	12	9
Wed	9	13	11 Primary & Secondary NQT Conference	8	13	10
Thu	10	14	12	9	14	11
Fri	11	15	13	10	15	12
Sat	12	16	14	11	16	13
Sun	13	17	15	12	17	14
Mon	14	18	16 Securing Greater Depth Conference	13 Behaviour Conference	18	15
Tue	15	19	17 Finance Masterclass	14	19	16 Mental Health Masterclass
Wed	16	20	18	15	20	17
Thu	17	21 Data Protection Masterclass	19	16	21	18 Educational Transition Conference
Fri	18	22	20	17	22	19
Sat	19	23	21	18	23	20
Sun	20	24	22	19	24	21
Mon	21	25	23	20	25	22
Tue	22	26	24	21 Maths Conference	26	23
Wed	23	27	25	22	27	24
Thu	24	28	26	23	28	25
Fri	25	29	27	24	29	26
Sat	26	30	28	25	30	27
Sun	27		29	26	31	28
Mon	28		30	27		29
Tue	29		31	28 Ofsted Conference		30
Wed	30			29		31
Thu	31			30		

FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY
1	1				
2 SW Peninsula Music Education Conference	2			1	
3	3			2	
4	4	1		3	1
5	5	2		4	2
	6	3	1	5	3 Primary Science Conference
7	7	4	2	6	4
8	8 Secondary School Libraries Conference	5	3	7 SEND Conference	5
9	9	6	4	8	6
10	10	7	5	9	7
11	11	8	6	10	8
12	12	9	7	11	9
13	13	10	8	12	10
14	14	11	9	13	11
15	15 School Administrators' Conference	12	10	14 Assessment Conference	12
16	16	13	11	15	13
17	17	14	12	16	14
18	18	15	13	17	15
19	19	16	14	18	16
20	20 English Conference	17	15	19	17
21	21	18	16	20	18
22 Recruitment and Retention Masterclass	22	19	17 Devon County Show	21	19
23	23	20	18	22	20
24 Governors' Masterclass - Making an Impact	24	21	19	23	21
25	25	22	20	24	22
26	26	23	21	25	23
27	27 STEM Conference	24	22 Leadership Masterclass	26 Safeguarding Conference	24
28 Winning Strategies Conference	28	25	23	27	25
	29	26	24 Marketing and PR Masterclass	28	26
	30	27	25	29	27
	31	28	26	30	28
		29	27		29
		30	28		30
		31	29		31
			30		
			31		

babcock

trusted to deliver™



01392 287224

LDP-CPD@babcockinternational.com

www.babcock-education.co.uk/ldp/cpd



CUSTOMER
SERVICE
EXCELLENCE

